Stockton on the Forest Primary School - Writing:

Whole-School Curriculum Progression Map - updated 2025-2026

Pink = Autumn. Green= Spring. Yellow = Summer

	EYFS EYFS statements taken from Development Matters DfE, EEF *Preparation for Literacy guidance*, Early Learning Goals			
	Baseline – Autumn 1	**End of Autumn 2**	**End of Spring 2**	**End of Summer 1 Summer 2**
Spelling	Children use strategies for spelling eg. segmenting and blending; identifying sound buttons using the Little Wandle SSP. For exception words, children identify the sound that is tricky to spell and can spell: *is, I, the, we, me, be she, he*	Spell CVC words. For exception words, children identify the sound that is tricky to spell and can spell: *put, pull, full, as, and, has, his, her, go, no, to, into, push, of, was, you*	Write words with Phase 3 sounds. For exception words, children identify the sound that is tricky to spell and can spell: *they, my, by, all, are, sure, pure* Review all tricky words	Spell words by identifying sounds in them and representing the sounds with a letter or letters; For exception words, children identify the sound that is tricky to spell and can spell: *said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today* Review all tricky words
Handwriting	Developing good gross and fine motor control including how to hold a pencil correctly (see appendix claw grip) Pattern formation – spirals, zig zags, waves Introducing language to talk about shape and movements. Introduce the letter families (One-Armed Robot), when learning graphemes in Little Wandle. Introduce and modelling finger spaces.	Form some lower case letters correctly. (Teach formation through One- Armed Robot.) teaching the children how to correctly form the letters using print. Ensure correct starting point and direction of letters. Ensure using an effective pencil grip *Static Tripod Grasp or Static Quadrupod Grasp progressing to Dynamic Tripod Grasp*	Form most lower case letters correctly. Form some upper case letters correctly Use finger spaces	Write recognisable letters, most of which are correctly formed; with correct size in relation to one another and position on the line.
Vocabulary	Children develop expressive language (through a broad range of opportunities EEF)			
Writing composition	Write some or all of their name.	Write own name.	Write simple phrases eg labels.	Write simple phrases and sentences that can be read by others
Grammar and punctuation	**n/a**	n/a	n/a	Gain a growing understanding of how capital letters and full stops are used to demarcate sentences.

	KS1		KS2			
	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	**Spell most words containing each of the 40+ phonemes** **Can spell most common words correctly (most R/Y1 High Frequency Words and the words on the Year 1 list in the NC Appendix 1)** **Spell all the days of the week** **Use the spelling rule for adding 's' or 'es'** **Use ing, ed, er, and est where no change is needed in the spelling of root words** **Use known alternative phonemes to narrow down possibilities for accurate spelling**	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spell many common exception words*	Spell most words with additional prefixes and suffixes and understand how to add them to root words Spell homophones and near homophones mostly accurately Spell many words from NC Year 3/4 word list	Spell words with additional prefixes and suffixes and understand how to add them to root words Spell homophones accurately Spell the words from the NC Y3/4 word list	Can spell root words, prefixes and suffixes accurately Can spell words with silent letters Can spell many words from the NC Year 5/6 word list	Spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Handwriting *See table below for progression with joining	**Securing correct letter formation** Revise and understand which letters belong to which letters family taught in EYFS. Continue to develop good gross and fine motor control. Children are taught to join digraphs and trigraphs. Form capital letters of the correct size, orientation and relationship to one another and to lower case letters. Correctly form and orientate numbers 0 – 20 0-9 10-20 Form **all** lower case- letters in the correct direction,	**Beginning to join along with a focus on relative size and spacing.** Start using some of the diagonal and horizontal strokes needed to join letters and understand which letter, when adjacent to one another, are best left unjoined. Form **lower case** letters in the correct direction, starting and finishing in the right place with the correct size relative to one another. Write numbers 1 - 100 Children are taught to join digraphs and trigraphs. Use spacing between words that reflects the size of the letters.	**Securing the joins along with a focus on break letters, legibility, consistency and quality** Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Join letters using consistency of size, spacing and fluency. Revise parallel ascenders and descenders Revise joining Revise making capital letters larger than lower case letters. Increase the legibility, consistency and quality of handwriting.	**Securing the joins along with a focus on break letters, legibility, consistency and quality** Use the correct size, proportion and spacing for capital letters and lower case including descenders and ascenders. Make ascenders taller than small letters and make all ascenders the same height. Make descenders hang down under the line to the same length. Use legible, joined, consistently sized and spaced handwriting	**Practising speed, fluency and developing a personalised style for different purposes**. Join all letters appropriately and know when to break joins. Use sloped writing with consistent and appropriate size, proportion and spacing. Build speed for fluency. Write neatly, legibly and accurately in a flowing joined style	**Practising speed, fluency and developing a personalised style for different purposes.** Handwriting is always neat, joined and easy to read. Maintain legibility in joined handwriting when writing at speed. Can use different styles of handwriting for different purposes.

	starting and finishing in the right place	Form **capital letters and digits** of the correct size, orientation and relationship to one another and to lower-case letters. Once the child's letter formation is accurate, and the teacher assesses the child as being ready, joins are then introduced.				
Vocabulary	Use vocabulary appropriate to year group and subject/topic (refer to LTP)		Use vocabulary appropriate to year group and subject/topic (refer to LTP)	Use age appropriate vocabulary Begin to use rich and varied vocabulary appropriate to purpose and form (refer to LTP)	Use age appropriate vocabulary Begin to use rich and varied vocabulary appropriate to purpose and form (refer to LTP)	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) (refer to LTP)
Writing composition	Write sentences including statements and some questions Use basic descriptive language (The giant has red hair) Sequence sentences to form a short narrative **Can write simple texts such as lists, stories, reports, recounts and instructions** A simple opening or closing phrase may be used. (One day..., It flew away) **Most writing makes sense. (Subject, verb agreement)**	Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly	**Use the appropriate style of writing for the purpose and audience** Produce work with a simple introduction and conclusion Begin to use paragraphs organised around a theme Use simple organisational devices (e.g. headings and subheadings) in non-narrative writing Write a narrative with a clear structure, setting, character and plot	**Use the appropriate style of writing for the purpose and audience** Use paragraphs to organise ideas around a theme in all pieces of writing Begin to build cohesion by using fronted adverbials and pronouns Use organisational devices for purpose and reader (e.g. captions; headings & sub-headings; bullets) in non-narrative writing Write a narrative with a clear structure, setting, character and plot Describe settings and characters to create atmosphere Integrate dialogue to convey character and advance the action	**Select the correct genre and sentence type for audience and purpose, and use it accurately** Use organisational and presentational devices to structure writing Use paragraphs consistently and appropriately which elaborate on initial idea (with explanation, for contrast or to provide additional detail) Begin to use a range of devices to build cohesion within and across paragraphs Describe settings and characters to create atmosphere Begin to use figurative language including metaphors and personification	**Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing)** Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs In narratives, describes settings, characters and atmosphere Integrates dialogue in narratives to convey character and advance the action

					Integrate dialogue to convey character and advance the action Can mostly use appropriate informal and formal styles	
Grammar and Punctuation (Appendix 2 NC) ***TO BE TAUGHT BY CHRISTMAS AND THEN REVIEWED AND PRACTISED***	Leaves spaces between words **Begin** to use a capital letter to start a sentence **Use a capital letter for I and names of people, places and days of the week** **Begin** to use a full stop to end a sentence In **some** pieces of writing begin to use a question mark or exclamation mark In **most** pieces of writing join clauses using 'and' Sometimes use time adverbials (first, next) to order writing **Sometimes** join clauses using conjunctions other than 'and' Write **from memory** simple sentences dictated by the teacher that include words using the GCPs and common exception words taught so far. **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**	Use present and past tense consistently. Use co-ordination (or / and / but) Use **some** subordination (e.g. when /if / that / because) to join clauses Demarcate **ALL** sentences in their writing accurately with ○ capital letters ○ full stops ○ question marks ○ exclamation marks Use: ○ Statements ○ Questions ○ Exclamations ○ commands Use commas to separate items in lists Use noun phrases (e.g. the blue butterfly) Use the features of Standard English Use apostrophes for contraction Use apostrophes for singular possession **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**	Begin to use pronouns and nouns within and across sentences to aid cohesion and to avoid repetition Begin to use further co-ordinating conjunction (or/and/but/so) Begin to use a range of subordinating conjunctions (when/if/because/while/however) Begin to use the present perfect form of verbs (He has gone out to play) Begin to use fronted adverbials Sometimes use commas after fronted adverbials Begin to use prepositional phrases Begin to use adverbs Begin to use apostrophe for plural possession Begin to punctuate direct speech using inverted commas Begin to use Standard English verb inflections instead of local dialect forms (we were instead of we was) Begin to use paragraphs **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**	Use pronouns and nouns within and across sentences to aid cohesion and to avoid repetition Use further co-ordinating conjunction (or/and/but/so) Use a wider range of subordinating conjunctions (when/if/because/while/however/although/since) Use the present perfect form of verbs (He has gone out to play) Use fronted adverbials Use commas after fronted adverbials Expand noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use prepositional phrases Use adverbs Use apostrophes for plural possession Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The	Begin to use different verb forms accurately (subject and verb agreement, tenses are consistent and correct) Use a wider range of subordinating conjunctions. (whilst / despite) Use relative pronouns, including implied or omitted (who, whom, whose, which, that, where, when) Use modal verbs Use brackets, commas or dashes to indicate parenthesis Begin to use dashes to mark boundaries between independent clauses Begin to understand the colon and the semi-colon when marking boundaries between independent clauses and in the use of lists Begin to understand the use of hyphens to avoid ambiguity with compound adjectives and compound nouns Use commas to clarify meaning or avoid ambiguity Begin to punctuate bullet points correctly	Use verb tenses consistently and correctly throughout their writing Use perfect tense correctly Start sentences with a wide range of subordinating conjunctions. (though / whereas / furthermore /regardless) Use dashes to mark boundaries between independent clauses Use semi-colons to mark boundaries between independent clauses Use colons to mark boundaries between independent clauses Use colons to introduce a list Use semicolons within extended lists Begin to use hyphens to avoid ambiguity with compound adjectives and compound nouns Punctuate bullet points correctly Use passive verbs Use ellipsis Use expanded noun phrases to convey complicated information concisely

				conductor shouted, "Sit down!"] Use paragraphs Use Standard English verb inflections instead of local dialect forms (we were instead of we was) Show an understanding of determiners **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**	Begin to show understanding of passive verbs Begin to understand the use of ellipsis Begin to use expanded noun phrases to convey complicated information concisely Use Standard English forms Understand determiners **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**	Use Standard English forms **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**
GDS: The pupil can write for a range of purposes and audiences across a wide range of forms.						
	ALL Y1 spelling objectives must be achieved Use basic descriptive language **Sometimes** join clauses using other conjunctions (such as: because, but, if, so, or)	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Make simple additions, revisions and proof-reading corrections to their own writing. Use the punctuation taught at key stage 1 mostly correctly*. Spell most common exception words* Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly* Use the diagonal and horizontal strokes needed to join some letters	ALL Y3 spelling objectives must be achieved Can express time, place and cause by using conjunctions, adverbs and prepositions in most pieces of writing and can manipulate these for effect Use rich and varied vocabulary appropriate to purpose and form*	Use the appropriate style of writing through manipulating and controlling sentence structure specifically for the purpose and audience in most pieces Use a rich and varied vocabulary appropriate to purpose and form *All Y4 EXS objectives must be achieved.*	ALL Y5 spelling objectives must be achieved Use rich and varied vocabulary appropriate to purpose and form and manipulate this vocabulary for effect Use a range of devices to build cohesion within and across paragraphs *Use a range of punctuation accurately.** *Integrate dialogue to covey character and advance the action.*	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing* and choose the appropriate register Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

Intent for achieving GDS? *Consider:* ● Has the school set out the genres which need to be taught in each year group? ● Have the best choices been made as to which genres to include in Y6? (Pupils should start Y6 with a range of genres at their finger-tips). ● Has the teaching of writing been linked closely to reading and vocabulary development? ● Have good model texts been used? (Get Epic, Love Reading, The Week, 1st News, Kindle, Whizz Pop Bang) ● Has reading and vocabulary work been developed across the curriculum? ● Have children's oracy skills been taken into consideration? ● Do the pupils possess enough stamina for writing? ● Is spelling secure? ● Are pupils securing a fluent handwriting style from reception? ● **Is the school identifying potential GD children quickly enough? Consider – if not, why not?** ● **Are these children being given enough scope to develop their potential? Include open ended tasks, choice of genre and audience.** ● **GD children are GD readers with GD vocabulary who 'write with a reader's eye' allowing them to make that conscious control of word choice and grammatical structures.**						

Crab Claw

Pinch thumb and finger together to create the claw. Tuck the body (the other three fingers) underneath.





